DOCUMENT RESUME

ED 059 982 24 SP 005 598

TITLE	Tutor Individually Prescribed Instructional Modules.
INSTITUTION	Livingston Univ., Ala. Coll. of Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-9-8038
PUB DATE	13 Sep 71
NOTE	39p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Individualized Instruction; *Instructional Materials; *Teacher Education; *Teacher Education Curriculum; *Teaching Methods

ABSTRACT

This document contains 33 individually prescribed instructional modules for use in teacher education programs. Each module has six sections: 1) behavioral objectives, 2) purpose, 3) performance criteria, 4) experiences, 5) resources, and 6) taxonomy. The subjects covered include the planning of classroom activities, teacher-pupil relationships, teacher self-evaluation, diagnosis of pupil problems, development of alternative teaching methods, behavior change techniques, meeting the individual needs of pupils, the use of commercially prepared instructional kits, elementary school reading, learning disabilities, individual differences, and the use of diagnostic instruments. (Related document is SP 005 600). (MBM)

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TUTOR

INDIVIDUALLY PRESCRIBED INSTRUCTIONAL

MODULES

SP 005598

COLLEGE OF EDUCATION
LIVINGSTON UNIVERSITY
LIVINGSTON, ALABAMA 35470

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSTTY

MODULE: OAB101

UNIT: Tutor

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 13, 1971

I. Behavioral Objective: The tutor will jointly plan with the classroom teacher aide, those activities and duties that the aide can assume within the classroom for a period of a week.

II. Purpose: In a classroom utilizing a differentiated staffing pattern, all persons involved in the teaching-learning process must be able to identify and plan those roles each person can assume within their level of competence.

III. Performance Criteria: Given a simulated classroom situation involving thirty-five children, a teacher, a tutor and a teacher's aide, the tutor will plan at least five activities and experiences that can be assumed by the teachers aide daily. These duties may include attendance taking, lunchroom and/or banking monies, recess, story telling, paperwork (developing, duplicating, distributing, collecting, correcting and/or recording.)

IV. Experiences:
A. Confer with teachers and other public school personnel involved in differentiated staffing patterns.
B. Confer with faculty and staff.
C. Visit a school where aides are utilized.

V. Resources: A. Florida B-2 Module on Role of Teacher Aide.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAC101 P. 1 of 1

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 9, 1971

I. Behavioral Objective: The student will write a ten-minute lesson plan, utilizing the behavioral objective approach.

II. Purpose: Systematic planning of daily activities may insure unity and direction in terms of proper sequencing for any unit or long-range planning.

III. Performance Criteria: The plan will be judged valid by the following criteria:
1. the worthwhileness of the behavioral objective.
2. the relevancy of the activities and materials.
3. the timing of the plan.
4. the clarity of communications.
5. the specificity of tasks to be accomplished.
6. the clarity of expected terminal behavior.
7. the relevancy and specificity of evaluative measures to be utilized in the plan.

IV. Experiences:
1. The student may attend sessions of instruction on writing lesson plans.
2. He may read from the manual, Designing an Instructional Sequence.
3. He may view films.
4. Free choice.

V. Resources:

Bloom, Benjamin S., et al. Taxonomy of Educational Objectives. Handbook I and II, The Cognitive Domain and the Affective Domain. New York: David McKay, 1956.

Gagne, Robert W. Conditions of Learning. New York: Holt, Rinehart & Winston, 1957.

Mager, Robert F. "Why We Like Objectives." Preparing Instructional Objectives. San Francisco: Fearon Publ. Co., 1962.

Popham, W. J. and Baker, E. L. Designing on Instructional Sequence. Englewood Cliffs, N. J. Prentice-Hall, 1969.

Popham, and Baker's Vimcet Series of Filmstrips and Coordinated Tapes on Developing and Utilizing Behavioral Objectives.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAD101 P. 1 of 1

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 9, 1971

I. Behavioral Objective: The student will prepare a plan for working with one child for a period of four weeks (by listing and scheduling objectives and activities/experiences in a stated content area.)

II. Purpose: Planning is necessary for the beginning teacher as it helps in defining directions of the teaching-learning situations. It also helps the teacher to identify resources, prepare lessons, arrange media and to foresee difficulties.

III. Performance Criteria: The student will prepare a plan for working with the child for a period of four weeks in a stated content area by listing the following:

1. Content area
2. Location for each lesson
3. Time and duration
4. Arrangements to avoid distractions
5. Baseline knowledge (previous experience/exposure)
6. Objective
7. Activities and time devoted to each (such as present a new concept (10 minutes, review (5 minutes), Read from book (10 minutes).
8. Books and materials needed
9. Media needed.
10. List of school resources available.
11. Experiences
12. Evaluation (Specify how to evaluate the outcomes of learning against objectives and by whom.)

IV. Experiences: View Film Strips - Preparing to Teach, No. 1587
Planning a Unit, No. 49
The Lesson Plan, No. 1579

Confer with Teachers/Peers/Faculty
Free Choice

V. Resources: Pope, Lilie, Guidelines to Teaching Remedial Reading to the Disadvantaged, 1970, p. 13-38.

Umans, Shelley, Designs for Reading Programs, 1967, pp. 1-3; 13-29.
Free Choice

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSTTY

MODULE: OAE101

UNIT: Tutor

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 13, 1971

I. Behavioral Objective: The student will tutor one child in a stated content area over a period of four weeks.

II. Purpose: The teacher must be able to relate himself to the student and determine a starting point where to begin the teaching-learning process. With this baseline in view he will proceed systematically to tutor a child in a stated content area.

III. Performance Criteria: The student will tutor one child in a classroom situation over a period of four weeks in a stated content area and keep log of activities performed during this period.

IV. Experiences:
A. View Film, Effective Learning in Elementary School F98
B. Filmstrips, Study Skills in Reading
The Teacher FS1577
Some Principles of Teaching 1578
C. Confer with team leader/peers/faculty
D. Free Choice.

V. Resources:
A. Pope, Lillie, Guidelines to Teaching Remedial Reading, 1970. Pp. 41-59.
B. Wilson, Robert M., Diagnostic and Remedial Reading, 1967, pp. 1-13.
C. Strang, McCullough and Traxler, The Improvement of Reading, 1967, Part II and III.
D. Free Choice.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAF101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 9, 1971

I. Behavioral Objective: The student will evaluate the results of working with one child in a stated content area during a four week period.

II. Purpose: The prospective teacher should continuously evaluate the results of his teaching to assess the effectiveness of the learning situation. This is a valuable experience through which the teacher knows his own strengths and weaknesses, the growth of the learner and the efficiency of learning experiences.

III. Performance Criteria: The student will evaluate the results of working with one child in a stated content area over a period of four weeks by recording data on a form indicating the following:
1. Objectives of tutoring accomplished
2. Objectives not reached
3. Types of evaluation used (oral records/paper and pencil tests/other)
4. Behavioral changes
5. Steps for future improvement.

IV. Experiences: View Filmstrips: Measurement of Learning, Part I, II, III, Nos. 1634, 1588, 1593.
Designing Examinations, Nos. 1580, 1581
Confer with Team Leaders/teacher/peers/faculty.
Free Choice

V. Resources: Wilson, Robert M., Diagnostic and Remedial Reading for Classroom and Clinic, 1967. pp. 189-198.
Lindvall, C.M. Measuring Pupil Achievement and Aptitude, 1967. pp. 12-29; pp. 166-183.
Garlierich, Green and Jorgensen, Measurement and Evaluation in the Modern School, 1962. Part 5.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAG101 P. 1 of 1

UNIT: Tutor

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September ^, 1971

I. Behavioral Objective: The student will visit the home of two pupils during the quarter. The visit will be pre-planned and a summary of the visit will be written following the visit.

II. Purpose: To obtain information to increase effectiveness in teaching: skills-socialization and self-realization. To share with parents information about their child's development and progress.

III. Performance Criteria: The student will plan a home visit and go over his preparation with the observing teacher before making the visit. He will make the visit following closely the GUIDE FOR HOME VISITS listed in the resources. He will prepare a written report of the visit and go over this report with the observing teacher.

IV. Experiences:
- A. Study carefully the GUIDE FOR HOME VISITS used in some Guidance and Counseling courses.
- B. Seminars conducted by professional persons in this field
- C. Free Choise
- D. Resource people in the community: social workers, pastors from local churches, experienced teachers, students.
- E. If possible observe someone conducting a home visit.
- F. Have a reason for the visit and be prepared to defend your reason.

V. Resources:
- A. Coursework dealing with guidance and counseling.
- B. Professionals in the field.
- C. Source books from the University libraries.
- D. Teachers
- E. Fellow students
- F. Observation if possible
- G. GUIDE FOR HOME VISITS (attached)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAH101

UNIT: Tutor

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 9, 1971

I. Behavioral Objective: The student will develop a case study on one child involved in tuboring, using the format adopted by the College of Education.

II. Purpose: To aid the student in diagnosing a possible pupil problem. Teachers need to know how to obtain necessary information about any student he may have reason to be concerned about.

III. Performance Criteria: Prepare the report in two or three pages to be handed to the observing teacher early in the quarter. During the quarter, write several descriptive anecdotes of the pupil's behavior. At the end of the quarter, describe any action you may have initiated to help the pupil. Also describe any changes in his behavior that were evident.

IV. Experiences:
- A. Study carefully the format used by the College of Education to develop a case study.
- B. Seminars conducted by professional persons in this field.
- C. Free Choice.
- D. Resource people in the community.

V. Resources:
- A. Coursework dealing with guidance and counseling
- B. Professional in the field
- C. Source books from the University Libraries
- D. Teachers
- E. Fellow students
- F. Format for developing a case study used by the College of Education (attached)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSTTY

MODULE: OAJ101 P. 1 of 1

UNIT: Tutor

COMPONENT:

CLUSTER: Reinforcement Techniques

COMPILED BY: DATE: September 10, 1971

I. Behavioral Objective: While tutoring a child, the tutor will use at least ten different positive verbal reinforcement techniques and at least three different positive non-verbal reinforcement techniques.

II. Purpose: Reinforcement is an effective way for a teacher to increase student participation, which, in turn, usually increases student learning. Research has shown that teachers who often reinforce their students for contributing to class discussions draw more participation from their students than teachers who use positive reinforcement infrequently. A competent teacher should be able to utilize various positive reinforcement techniques in his teaching.

III. Performance Criteria: While tutoring a child, the tutor will use effectively, as judged by a college supervisor, at least ten different positive verbal reinforcement techniques and at least three different positive non-verbal reinforcement techniques.

IV. Experiences:
A. View film, Reinforcement, Secondary Education, Film No. 328

or

B. View film, Reinforcement, Elementary Education, Film No. 331.
C. Study Dwight W. Allen et al., "Reinforcement," Increasing Student Participation: Teachings Skills for Elementary School Teachers, pp. 7-26, Media Center.

or

D. Study Dwight W. Allen et al., "Reinforcement," Increasing Student Participation: Teachings Skills for Elementary School Teachers, pp. 2-26, Media Center.
E. Free Choice.

V. Resources:
A. Film, Reinforcement, No. 328 or No. 331.
B. Dwight W. Allen et al., "Reinforcement," Increasing Student Participation: Teaching Skills for Secondary School Teachers, pp. 7-24, Media Center.
C. Dwight W. Allen et al., "Reinforcement," Increasing Student Participation: Teachings Skills for Elementary School Teachers, pp. 7-26, Media Center.
D. Education Faculty.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAK101

UNIT: Tutor

COMPONENT:

CLUSTER: Technical Skills of Teaching

COMPILED BY: DATE: September 9, 1971

I. Behavioral Objective: The tutor will use at least two of Dwight W. Allen's et al., "Technical Skills of Teaching" during every tutoring session.

II. Purpose: In order to make teaching more effective and dynamic, each tutor should develop a wide range of teaching alternatives. The "Technical Skills of Teaching" can help the tutor to broaden his teaching techniques while tutoring a child.

III. Performance Criteria: The tutor will use at least two of the "Technical Skills of Teaching" during every tutoring session.

IV. Experiences:
A. Study IPIM's already developed on the seventeen "Technical Skills of Teaching," Media Center.
B. View the films on the seventeen "Technical Skills of Teaching." (see IPIM's on the "Technical Skills of Teaching" for names of films and their numbers), Media Center.
C. Study the Teacher's Manuals on the "Technical Skills of Teaching," Media Center.

V. Resources: (See IPIM's on the "Technical Skills of Teaching").

VI. Taxonomy:

BEHAVIOR MODIFICATION PRETEST

STUDENT'S NAME STUDENT NO.

DATE:

I. Define the following terms:

a. behavior
b. law of reinforcement
c. reward
d. frequency
e. attending behavior
f. timing
g. scheduling
h. shaping
i. patting
j. baseline data
k. "pay-off"
l. tokens
m. disruptive behavior
n. aggressive behavior
o. withdrawing behavior
p. "time out"
q. participating behavior
r. limit testing
s. bribing
t. sampling technique
u. approval
v. task structuring
w. situation analysis
x. contingencies
y. continuous reinforcement
z. aversive stimulus

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OALl01 P. 1 of 1

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 13, 1971

I. Behavioral Objectives: The student will use behavior modification techniques to reshape pupils behavior in the classroom.

II. Purpose: When a teacher realizes that classroom behavior is replicated because it is somehow being supported by a reward, this fact can be utilized in changing behaviors exhibited in the classroom. The reward factor must be quickly identified in those students who exhibit inappropriate behaviors within the classroom.

III. Performance Criteria:

1.0 At the knowledge level, the student must complete the instruction material on Modifying Classroom Behavior: A Manual of Procedure for Classroom Teachers by N. Buckley and H. Walker. Champaign, Ill.: Research Press Co., 1970. $3.60.

2.0 Given thirty(30) students in a field situation, the student will record behavior on five (5) students, plan a modification program stating the contingencies and carry out the program for a period of six (6) weeks.

IV. Experiences:

1. Seminar on behavior modification techniques.
2. Visit a classroom where a behavior modification is being used.

V. Resources:

1. Faculty member conducting seminar.
2. Classroom teachers who use behavior modification techniques.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAL102 P. 1 of 1

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 13, 1971

I. Behavioral Objective: The student will complete the programmed instruction book, Modifying Classroom Behavior: A Manual of Procedure for Classroom Teachers. N. Buckley and H. Walker. Champaign, Ill.: Research Press, Co.

II. Purpose: In order to successfully implement a program of behavior modification, the student must have a fundamental grasp of the theory and procedures before applying behavior modification techniques in the classroom.

III. Performance Criteria: Given the programmed instruction book. Modifying Classroom Behavior: A Manual of Procedure for Classroom Teachers, the student will complete the program; and be able to define twenty of the twenty-six terms of the behavior modification pretest.

IV. Experiences:
1. Seminar on behavior modification and techniques for use in the classroom.
2. Visit classes where behavior modification is being utilized.

V. Resources:
1. Programmed Instruction Book
2. Faculty member conducting Behavior Modification Seminar.
3. Classroom teacher utilizing Behavior Modification in her/his class.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAL103 P. 1 of 1

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 13, 1971

I. Behavioral Objective: The student will obtain baseline data on the behavior of three students in a classroom setting, using a sampling technique.

II. Purpose: To be able to identify the types and frequency of behaviors exhibited by pupils, a teacher must be able to accurately and unbiasedly record behaviors exhibited by the pupils.

III. Performance Criteria: Given three pupils in an instructional setting, the student will record behaviors of those pupils during four ten-minute periods per day and illustrate results on a graph.

IV. Experiences:
1. Seminar on obtaining baseline behavior data
2. Visit classrooms where behavior modification is being used.

V. Resources:
1. Faculty member conducting behavior modification seminar.
2. Classroom teacher using behavior modification techniques.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OA0101

UNIT: Tutor

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 13, 1971

I. Behavioral Objective: The student will develop instruction audio-visual materials for two different grade levels in the following content areas: Math, Reading, Science, Music, Social Studies.

II. Purpose: In order to help meet individual needs of pupils within a classroom, the teacher must be skilled in planning and developing instructional aides to help develop, clarify, or expand content area concepts.

III. Performance Criteria: Given two simulated classroom grades of different levels of thirty-five students each, the student will develop and demonstrate two instructional audio-visual aids for each of the following content areas: Math, Reading, Science, Music, Social Studies.

IV. Experiences:
1. Visit County Materials Center to see available instructional aids.
2. Visit area classrooms and confer with teachers on their instructional aids.

V. Resources: The student will develop instructional audio-visual materials in the area of science. Resources on as many grades as possible.

371.33 k575a Kinder, James S. Audio-Visual Materials and Techniques. American Book Co., 1959. New York. pp. 453-475.

371.33 m827p Morlan, John E. Preparation of Inexpensive Teaching Materials. San Francisco, Calif.: Chandler Pub. Co. pp. 85-93.

371.33 w786 Schuller, Willich, Audio-Visual Materials, Their Nature and Use. New York: Harper & Row, 1953. pp. 53, 64, 65, 217, 218, 224-228, 360-369.

371.33 f875c Freedman, Florence B. Classroom Teacher's Guide to Audio-Visual Material. Chilton Co.,1961. pp. 89-90, 147-150, 129-133, 180, 163, 185-202, 186-195, 106-109, 138-139.

371.33 m146m McDonald, Blanche, Methods that Teach. Wm C. Brown Co., Publ., 1965. pp. 249-284.

372.85 h82.85 Hubler, Clark. Working with Children in Science. Houghton Mifflin Co., 1957. pp. 1 - 418.

372.85 b624m Blough, Glenn O., Making and Using Classrrom Science Material in the Elementary School. The Driplen Press, 1954.

372.85 v826s Visner, Harold. Simple Science Experiments. Franklin Publ. Co. New Jersey, 1960.

372.85 p22s Parker, Bertha. Science Experiences in Elementary School. Row, Peterson & Co., 1958. New York.

371.33 k575a Kinder, James S. Audio-Visual Materials and Techniques. American Book Co., 1959. Chapter 18, pp. 479-497.

371.335 Dale, Edgar. Audio-Visual Methods in Teaching. Dryden Press, Holt, Rinehart & Winston, Inc., 1969. Chapter 11, pp. 296-319.

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAP101

UNIT: Tutor

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 7, 1971

I. Behavioral Objective: The student will use a commercially prepared kit designed to aid instruction in reading, math, or science.

II. Purpose: Reading, mathematics, and science are basic areas of learning in elementary and secondary grades. All teachers should be familiar enough with these three areas to utilize commercially prepared instructional kits to facilitate individualized learning activities.

III. Performance Criteria: Through simulation or an actual learning situation, the student will correctly utilize a commercially prepared kit in reading, mathematics or science. As a result of the student's instruction and assistance, the pupil will use the instructional aids in learning situation.

IV. Experiences:
A. The student studies instructional manuals and examines other material in the kit being used to become familiar with it.
B. Simulate use of this kit with peers.
C. Free Choice.

V. Resources:
A. Parker, Don H., Reading Laboratory, Elementary Edition. Chicago: Science Research Associates. (Media Center)
-or-
B. Parker, Don H., Reading Laboratory IIb, Chicago: Science Research Associates (Media Center)
C. Proctor, Charles and Johnson, Patricia. Computational Skills Development Kit. Chicago: Science Research Associates. (May be obtained by the Media Center in the future)
D. Parker, Don H. and Stotler, Donald W., Earth's Atmosphere Laboratory, Weather and Climate Laboratory, Solar System Laboratory, Biography (Ecology) Laboratory. Chicago: Science Research Associates. (One or more of these laboratories may be obtained by the Media Center in the future.)

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAQ101

UNIT: Tutor

COMPONENT:

CLUSTER: Word Attack Skills

COMPILED BY: DATE: August 20, 1971

I. Behavioral Objective: The tutor will use phonic analysis and structural analysis to help children develop skill in attacking new words encountered in reading.

II. Purpose: It is necessary to teach children how to use several different ways of attacking new words encountered in reading. Phonic analysis and structural analysis are closely related and are two of the five major techniques a reader uses to figure out new words. In order to help a pupil use various word attack techniques, the tutor must understand and be able to use those word analysis skills himself proficiently.

III. Performance Criteria: The tutor must demonstrate to his instructor that he can use phonic and structural analysis himself by making 100% on each section of the pre-test or post-test on the cluster of word attack skills on structural and phonic analysis. Then he must demonstrate that he can apply his knowledge of phonic and structural analysis when tutoring a pupil in reading.

IV. Experiences:
A. Pre-requisites - the following IPIM's:
1. Phonics:
1A Beginning, middle and ending consonant sounds
2A Consonant Digraphs and Consonant Blends
3A Silent Consonants
4A Single vowels in Medial Positions
5A Initial and Media Position Vowels
6A Long Vowel Sounds
2. Structural Analysis B:
1B Syllabication
2B Accents
3B Prefixes
4B Suffixes

B. Use the materials listed in the above IPIM's to prepare experiences for the children.

V. Resource:
A. Above IPIM's
B. Materials especially suitable for children are:
1. Ideal Tapes (Elementary Education office)
2. Language Master (Curriculum Laboratory)
3. Phonic Games (Curriculum Laboratory)
4. Filmstrip and Records: Vowels - Bally Film Co. (Curriculum Laboratory)
5. Visual Craft: Phonics Transparencies (Elementary Education office)
6. Vowel and Consonant Poster Cards and Charts-Milton Bradley (Curriculum Lab)
7. Teachers Editions of Basal readers
8. Herr, Selma, Learning Activities for Reading. Wm. C. Brown Co., 1961 (Tutwiler Library)

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAR101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: February 25, 1971

I. Behavioral Objective: The university student will identify correctly (100% accuracy) beginning, middle, and ending consonant sounds when given a list of words containing these sounds by marking the correct response.

(Pre-test)
Classify the following words in one of the following catagories:
a. Has beginning consonant sound
b. Has middle consonant sound
c. Has ending consonant sound
d. Contains two of the above
e. Contains three of the above

1. bell	____	11. car	____
2. little	____	12. am	____
3. room	____	13. he	____
4. vote	____	14. letter	____
5. able	____	15. wood	____
6. today	____	16. human	____
7. see	____	17. beg	____
8. egg	____	18. at	____
9. island	____	19. seven	____
10. below	____	20. after	____

II. Purpose: This knowledge is essential for teaching elementary school reading.

III. Experiences:
1. Listen to Ideal Tapes: Initial and Final Consonants: Phonic Analysis.
2. Read three selections from the resources listed below.
3. Examine the following materials: Visual Craft; Phonics Transparencies (the Alphabet); Reader's Digest Reading Skill Practice Pads 1, 2, 3.
Milton Bradley: Consonant Poster Cards.
4. View the video tape of an experienced teacher teaching phonics.
5. Free Choice

IV. Performance Criteria: The same as stated in the objective. See the instructor for the Post-Test.

V. Resources:
DeBoer, John J. and Dallman, Martha. The Teaching of Reading, Third Edition. Holt, Rinehart & Winston, 1970 pp. 123-155.
Heilman, Arthur W. Phonics in Proper Perspective. Charles Merrill Co., 1964. pp. 21-49.
Scott, Louise B. and Thompson, J. J. Phonics in Listening, in Speaking, in Reading, and in Writing. Webster Publ, Co.,1962.
Sheldon, William D., Mills, Queenie B., Karver, Merle B., and Rose, Mary C. Teacher's Manual-Our School, Allyn-Bacon, Inc., 1968. pp. 1 - 308.

Tinker, Miles A. and McCullough. Teaching Elementary Reading. 3rd Edition. Appleton-Century-Crofts, Inc., Chapters 8 and 21, pp. 168-183 and 439-458.

Tapes: Ideal Tapes: Initial and Final Consonants: Phonic Analysis
Video-Tapes: Experienced Teacher Teaching Phonics

Materials:

Visual Craft: Phonics Transparencies (The Alphabet)
Reader's Digest Reading Skill Pads 1, 2, 3.
Milton Bradley: Consonant Poster Cards

Key to Pre-Test:
Beginning, middle and ending consonants

1. d	8. c	15. d
2. e	9. d	16. e
3. d	10. d	17. d
4. d	11. a	18. c
5. b	12. c	19. e
6. d	13. a	20. d
7. a	14. e	

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAS101 P. 1 of 2

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: March 25, 1971

I. Behavioral Objective: The university student will identify correctly (100% accuracy) consonant digraphs and consonant blends when given a list of words containing these sounds by marking the correct response.

(Pre-test)
Classify the following words in one of the following categories:
a. consonant blend
b. consonant digraph
c. both of the above
d. neither of the above

1. clock	____	8. cried	____	15. head	____
2. whip	____	9. plant	____	16. shelter	____
3. draw	____	10. thirty	____	17. brick	____
4. ship	____	11. fluff	____	18. white	____
5. strip	____	12. ladder	____	19. quack	____
6. sat	____	13. truck	____	20. black	____
7. pitch	____	14. stick	____		

II. Purpose: This knowledge is essential for teaching elementary school reading.

III. Experiences:
1. Listen to Ideal Tape: Blends and Digraphs.
2. Examine the following materials: Visual Craft Phonics Transparencies (Blends and Digraphs); Language Master-Consonant Discrimination, Sets I, II, III.
3. Read three selections from the resources below.
4. Free Choice.

IV. Performance Criteria: The same as stated in the behavioral objective. See instructor for Post-test.

V. Resources:

Books

Heilman, Arthur. Phonics in Proper Perspective.
Scott and Thompson. Phonics in Listening, in Speaking, in Reading, and in Writing.
Tinker and McCullough, Teaching Elementary Reading.

Tapes

Ideal Tapes: Blends and Digraphs

Materials

Visualcraft Phonics Transparencies (Blends and Digraphs);
Language Master: Consonant Discrimination, Sets I, II, III.

Pre-test Key

1. a	8. a	15. d
2. b	9. c	16. b
3. a	10. b	17. c
4. b	11. a	18. b
5. a	12. d	19. b
6. d	13. c	20. c
7. b	14. c	

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAT101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: March 25, 1971

I. Behavioral Objective: The student will identify correctly (100% accuracy) silent consonants by circling the silent consonant or consonants when given a list of words containing silent consonants.

(Pre-Test)

Circle the silent consonant in the following list:

1. Ladder	7. write	13. dinner
2. wreath	8. hasten	14. debt
3. often	9. sigh	15. knob
4. message	10. knew	16. pick
5. clock	11. dumb	17. light
6. numb	12. wrath	18. ghetto

II. Purpose: This knowledge is essential for teaching elementary school reading.

III. Experiences:
1. Read selections from reading resources listed below.
2. Listen to the Language Master using cards 76, 166-175, Set III, Word Building and Word Analysis Techniques.
3. Listen to Ideal tape on consonants
4. Examine the following material:
   a. Exercise B, Page 12 - Phonics Skill Test D.
   b. Exercise B, Page 52 - Charles E. Merrill Book, Inc., 1951.
   c. Exercises page 15 and 16 - Reader's Digest Reading Skill Practice Pad 2.
   d. Independent Activity page 91, Shelden, William D., Teacher's Manual for Finding the Way, Annotated Teacher's Edition. Allyn and Bacon, 1968.
5. Free Choice

IV. Performance Criteria: Same as stated for behavioral objective. See instructor for Post-test.

V. Resources: Reading:

Gray, William S., On Their Own in Reading. Revised. Scott, Foresman and Co., 1960. pp. 76-77.

Heilman, Arthur W., Phonics in Proper Perspective. Charles E. Merrill Co., 1964, Chapter 2, pp. 21-49.

Sheldon, William D., Teacher's Manual for Finding the Way, Annotated Teacher's Edition, Allyn and Bacon, 1968.

Wilson, Robert M., and Hall, Maryanne. Programmed Word Attack for Teachers. pp. 19-21.
Language Master Machine
Language Master Cards 76, 166-175, Set III "Word Building and Word Analysis Techniques."
Tape Recorder
Tape: "Consonants", Ideal Publishing Co.
Phonics Skill Test D, Charles E. Merrill Books, Inc.
Reader's Digest Reading Skill Practice Pad 2.

Key to Pre-test:

1. lad(d)er	7. (w) rite	13. din(n)er
2. (w)reath	8. has(t)en	14. de(b)t
3. of(t)en	9. si(gh)	15. (k)nob
4. mes(s)age	10. (k)new	16. pi(c)k
5. clo(c)k	11. num(b)	17. li(gh)t
6. num(b)	12. (w)rath	18. g(h)etto

VI. Taxonomy

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAU101 P. 1 of 1

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: March 25, 1971

I. Behavioral Objective: The college student will identify (100% accuracy) short vowels, when given a list of words containing a single vowel in a medial position, by marking the short vowel with a breve (u).

(Pre-test)
Mark the short vowel with a breve (u) in the following list of words. Underline the other vowels:

1. bat	6. bud	11. child
2. glad	7. bold	12. bunch
3. match	8. light	13. thank
4. get	9. cup	14. dress
5. bump	10. bed	15. clock

(Check answers with key for pre-test)

II. Purpose: This knowledge is essential for teaching elementary school readin

III. Experiences:
1. Read four selections from resources listed below.
2. Listen to Language Master Cards pronouncing words containing single vowels in the medial position.
3. View a film listed below.
4. Listen to Ideal Tapes on Short Vowel Sounds.
5. Examine the following materials:
   Visual Craft Phonics Transparencies
   Lyons and Carnahan, "Phonics We Use Learning Games": Full House
6. Free Choice

IV. Performance Criteria: Same as behavioral objective (See instructor for post-test)

V. Resources:
Anderson, Paul S., Language Skills in Elementary Education.
Anderson, Verna D., Teaching Reading to Young Children.
Barbe, Walter B., Educational Guide to Personalized Reading Instruction.
Heilman, Arthur, Phonics in Proper Perspective.
Harry, Selma, Phonics Handbook for Teachers.
Tinker, and McCullough, Teaching Elementary Reading.
Wilson, Robert M., and Hall, Maryanne. Programmed Word Attack for Teachers.
Film: Teaching the Child to Read.
Tapes: Ideal Tape: Short Vowel Sound

VI. Taxonomy:

Key to Pre-Test

1.	ă	5.	ŭ	9.	ŭ	13.	ă
2.	ă	6.	ŭ	10.	ĕ	14.	ĕ
3.	ă	7.	o	11.	i	15.	o
4.	ĕ	8.	i	12.	ŭ		

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAV101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: March 25, 1971

I. Behavioral Objective: The college student, when given a list of words will classify correctly (100% accuracy) the short vowel words according to the initial or medial location of the short vowel within the word.

(Pre-test)
Classify the following words in one of the following categories:
a. Contains short, initial vowel.
b. Contains short medial vowel.
c. Contains another type.
d. Contains no vowel.

1.	arm	_____	9.	dug	_____	17.	park	_____
2.	math	_____	10.	stub	_____	18.	jar	_____
3.	ice	_____	11.	up	_____	19.	ark	_____
4.	as	_____	12.	me	_____	20.	dug	_____
5.	am	_____	13.	box	_____	21	go	_____
6.	bug	_____	14.	stop	_____	22.	ate	_____
7.	get	_____	15.	doll	_____	23.	tart	_____
8.	him	_____	16.	art	_____	24.	own	_____

II. Purpose: This knowledge is essential for teaching elementary school readin

III. Experiences:
1. Select three resources below. Read and formulate your ow definitions of: Medial position of short vowels
   Initial position of short vowels
2. In your own words, explain the meaning of initial and medial location of short vowels using paper and pencil.
3. View TV tape "Beginning Reading." List ways teacher presented short vowels.
4. Sketch a bulletin board idea, illustrating medial and initial position of short vowels.
5. Free Choice
6. Listen to Ideal Tapes on short vowel sounds.
7. Examine the following materials:
   Visualcraft Phonics Transparencies
   Lyons & Carnahan, "Phonics We Use Learning Games," Full House
   (Could view a chart illustrating initial and medial location of short vowels.)

IV. Performance Criteria: Same as stated in Behavioral Objective. See instructor for post-test.

V. Resources: Smith, Nila. Reading Instruction for Today's Children.
Dalman, and Deboer. The Teaching of Reading.
Strong, Ruth. The Language Arts in the Elementary School.
Mazurkiewicz. New Perspectives in Reading Instruction.
Anderson, Veran A. Reading and Young Children.

Visual Craft - Phonics Transparencies
Lyons & Carnahan - "Phonics We Use Learning Games," Full House.
Language Master

VI. Taxonomy:

Key to Pre-Test:

(a) Contains short initial vowel
(b) Short medial
(c) Other

1.	c	9.	b	17.	c
2.	(b)	10.	b	18.	c
3.	(c)	11.	(a)	19.	c
4.	(a)	12.	(c)	20.	b
5.	(a)	13.	(b)	21.	c
6.	(b)	14.	(b)	22.	c
7.	(b)	15.	(b)	23.	c
8.	(b)	16.	(c)	24.	c

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAW101 P. 1 of 1

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: March 25, 1971

I. Behavioral Objective: When given a list of words the student will write those words that have a letter or letters (vowel digraph) that have the long vowel sound. The letter or letters having the long vowel sound should have the correct diacritical mark (macron) over the vowel with the long sound and it should be underlined. (100% accuracy is required.)

(Pre-Test)

1. boat	6. stripe	11. sheet	16. umbrella	21. trade	26. trail
2. educate	7. main	12. he	17. decorated	22. memory	27. shovel
3. hate	8. clean	13. day	18. those	23. insisted	28. size
4. green	9. go	14. why	19. balancing	24. amazing	29. nature
5. pine	10. man	15. notice	20. hunter	25. moment	30. eager

II. Purpose: This knowledge is essential for teaching elementary school readin

III. Experiences:
1. Preview ilmstrip and record "Long Vowels" - Bailey Co.
2. Listen to Ideal Tapes:
   a. Individual tapes, Long Sound of A,E,I,O,U.
   b. Individual tapes, Long Sound of A,E,I,O,U, with final E.
   c. Review of Long Vowels, Two Vowels together, Long Sound of Y.
3. Read from reading resources listed below.
4. Play game "Full House." (Vowels, vowel digraphs, and vowel dipthongs). No. 9, Lyons & Carnahan.
5. Play Language Master - Set 1, Cards 141-200.
6. Look at transparencies on long vowels.
   Phonics: The Alphabet, Visualcraft.
7. Free Choice

IV. Performance Criteria: Same as stated in the Behavioral Objectives. See instructor for Post-Test.

V. Resources:
Heilman, Arthur W. Phonics in Proper Perspective. Charles E. Merrill Books, Inc., 1964. pp. 60-71.
Gray, William S. On Their Own in Reading. Scott, Foresman and Co., pp. 42-46, 93-107.
Scott, Louise Binder and Thompson, J. J. Phonics in Listening, in Speaking, in Reading, and in Writing. Webster Publ., Co. pp. 81-87, 155-160, 258-261.

VI. Taxonomy:

(Key to Pre-Test)

1. bōat	6. strīpe	11. ---	16. ---	21. trāde	26. trāil
2. educāte	7. māin	12. hē	17. decorāted	22. ---	27. ---
3. hāte	8. clēan	13. day	18. thōse	23. ---	28. sīze
4. grēen	9. gō	14. whȳ	19. ---	24. amāzing	29. nāture
5. pīne	10. ---	15. nōtice	20. ---	25. mōment	30. eāger

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAX101 P. 1 of 1

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: March 25, 1971

I. Behavioral Objective: When given a list of words of two or more syllables, the student will underline each syllable.

(Pre-Test)

1. elect
2. tunnel
3. pilot
4. puddle
5. amendment
6. enjoyment
7. silent
8. vehicle
9. disagreement
10. continuous
11. legislative
12. education
13. angle
14. unlikely
15. double

II. Purpose: This knowledge is essential for teaching elementary school reading.

III. Experiences:
1. Read selections from reading resources listed below.
2. Listen to Ideal Tapes on Syllable Rules Accent Clues, No. 1, Hearing syllables in words. No. 2, Dividing words between consonants.
Other Ideal Tapes as needed.
3. Play the Lyons and Carnahan Game, No. 10-Syllable Count.
4. Free Choice.

IV. Performance Criteria: Same as stated in Behavioral Objective.
See instructor for Post-test.

V. Resources:
1. DeBoer, John J. and Dallman, Martha. The Teaching of Reading, 1970. Holt-Rinehart & Winston. pp. 127-131, 156-158.
2. Heilman, Arthur. Phonics in Proper Perspective. Charles E. Merrill Publ., Co., 1968. pp. 77-81
3. Herr, Selma. Phonics Handbook for Teachers. Instructional Materials and Equipment Distributors, 1964. pp. 108-110.

VI. Taxonomy:

Key to Pre-Test: Syllabication
1. e lect
2. tun nel
3. pi lot
4. pud dle
5. a mend ment
6. en joy ment
7. si lent
8. ve hi cle
9. dis a gree ment
10. con tin u ous
11. leg is la tive
12. ed u ca tion
13. an gle
14. un like ly
15. dou ble

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAY101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: March 25, 1971

I. Behavioral Objective: When given a list of polysyllabic words, the student will divide the word into syllables and place the accent mark or marks correctly.

(Pre-Test)

1. silent
2. lady
3. universe
4. microscope
5. holy
6. accident
7. depart
8. vaccination
9. mumble
10. party
11. confirmation
12. police
13. doorway
14. widest
15. blazing

II. Purpose: This knowledge is essential for teaching elementary school reading.

III. Experiences:
1. Read selections from reading resources listed below.
2. Listen to Ideal Tapes on Syllable Rules - Accent Clues:
   a. No. 1, Recognizing accented syllables.
      No. 2, Applying vowel rules in accented syllables.
   b. No. 1, Recognizing Unaccented First Syllables.
      No. 2, Recognizing Unaccented Last Syllables.
3. Play the Lyons & Carnahan Game No. 10, Syllable Count.
4. Free Choice

IV. Performance Criteria: The same as Behavioral Objective.
See instructor for Post-test.

V. Resources:
1. Gray, William S. On Their Own in Reading. Scott, Foresman, and Co., Atlanta, 1960. pp. 124-126; 156-162.
2. Heilman, Arthur W., Phonics in Proper Perspective. Charles E. Merrill Publ, Co., Columbus, Ohio. pp. 88-90.
3. Heilman, Arthur W. Principles and Practices of Teaching Reading. Charles E. Merrill Publ. Co., Columbus, Ohio. 1967. pp. 283-285.

VI. Taxonomy:

Key to Pre-Test - Accents

1. Si'lent
2. la'dy
3. u'ni verse
4. mi'cro scope
5. ho'ly
6. ac'cident
7. de'part
8. vac ci na'tion
9. mum'ble
10. par'ty
11. con fir ma'tion
12. po lice'
13. door'way
14. wid'est
15. blaz'ing

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: OAZ101 P. 1 of 1

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: March 25, 1971

I. Behavioral Objective: When given a list of prefixes and meanings, the student will match them with 100% accuracy.

Pre-Test - Prefixes		
1. ab	____	1. with - together
2. ad	____	2. in
3. be	____	3. in front of - forward
4. com	____	4. down-from-out of
5. de	____	5. under
6. dis	____	6. into - or not
7. en	____	7. self
8. ex	____	8. away from - off from - not
9. in	____	9. not
10. pre	____	10. out of - beyond - formally
11. pro	____	11. completely
12. re	____	12. back - again
13. sub	____	13. before
14. un	____	14. apart from - not
15. auto	____	15. to - toward

II. Purpose: This knowledge is essential for teaching elementary school reading

III. Experiences:
1. Read selections from reading resources listed below.
2. Listen to Ideal tape on Syllable Rules - Accent Clues - Dividing words between prefixes and root words - Worksheet No. 2756-5-2.
3. Work (using your own paper) Book 1 - Prefixes. Building Reading Power Kit by Charles E. Merrill, Inc.
4. Free Choice

IV. Performance Criteria: The same as stated in the Behavioral Objective. See instructor for Post-Test.

V. Resources:
DeBoer, John J., Dallman, Martha. Teaching of Reading. Holt, Rinehart & Winston, 1970. pp. 156-158.
Durkin, Delores. Teaching Them to Read, 1970, Allyn and Bacon, Inc. pp. 296-300.
Harris, Albert J. How to Increase Reading Ability. Longman, Green and Co., 1961, pp. 415-418.
Zintz, Miles V. Corrective Reading. William Brown, Co., 1966 p. 305.

Key to Pre-Test, Prefixes

1.	8	6.	14	11.	3
2.	15	7.	2	12.	12
3.	11	8.	10	13.	5
4.	1	9.	6	14.	9
5.	4	10.	13	15.	7

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: PAA101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: March 25, 1971

I. Behavioral Objective: When given a list of suffixes and meanings, the student will match them with 100% accuracy.

Pre-Test - Suffixes

1.	able - ible ____	1.	burning to, in direction
2.	ward ____	2.	relating to
3.	less ____	3.	having or full of
4.	ful ____	4.	one who, that which
5.	ose-ous ____	5.	to make
6.	ive ____	6.	process, object
7.	cr-ar-er ____	7.	one who
8.	ize ____	8.	abounding in
9.	ist ____	9.	capable of being
10.	ment ____	10.	without

II. Purpose: This knowledge is essential for teaching elementary school reading

III. Experiences:
1. Read selections from reading resources listed below:
2. Work (using your own paper) Book 2 Suffixes Building Reading Power Kit, Charles E. Merrill Books, Inc.
3. Listen to: Ideal Tapes
   1. Syllable Rules - Accent Clues, No. 1, Dividing Between Root Words and Suffixes, Worksheet No. 2756-6-1. No. 1, Dividing Between Root Words and Endings Worksheets No 2756-8-1, No. 2756-8-2.
4. Work (on your own paper)
   1. Exercise from Worksheet No. 21, Page 58, Teacher Education Module, State of Florida, Department of Education, "Utilizing Phonics and Word Attack Skills."
   2. Exercises on pages 20, 32, 40, 70. Activity Book for Finding the Way, Teachers Edition, Allyn & Bacon.

IV. Performance Criteria: The same as that stated in the Behavioral Objective. See instructor for Post-test.

V. Resources:
Barbe, Walter B., Educator's Guide to Personalized Reading Instruction. Prentice Hall, Inc., 1961. 196-198.
Gray, William S. On Their Own in Reading. (Revised Edition) Scott, Foresman, 1960.
Heilman, Arthur W. Phonics in Proper Prospective. Charles E. Merrill Co., pp. 81-85.
Zintz, Miles V. Corrective Reading. William C. Brown, 1966. p. 306.

Key to Pre-Test, Suffixes

1.	9	3.	10	5.	8	7.	4	9.	7
2.	1	4.	3	6.	2	8.	5	10.	6

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: PAH101

UNIT: Tutor

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 13, 1971

I. Behavioral Objective: The student will develop two drill games to review vocabulary words for three different grade levels.

II. Purpose: In order to create interest, continue motivation and add an element of fun to classroom activities, the teacher must have skill in presenting drill activities in a variety of forms and formats.

III. Performance Criteria: Given three different grade lists of twenty vocabulary words each, the student will develop two drill games for each list. These games could drill spelling, definition, usage.

IV. Experiences:
A. Confer with classroom teachers and/or reading teachers.
B. Confer with faculty.

V. Resources:
A. Reading Games, Teachers College Press, Columbia Univ., N.Y.
B. Diagnosis and Remediation of Reading Disability, Dechant, E., Parker Pub., N.Y. 1968, Chap. 8.
C. Corrective Reading in the High School Classroom, IRA monograph.
D. A Student-Centered Language Arts Curriculum. Grades K-13, J. Moffett, 1968, Houghton Mifflin, Chap. 10.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: PAI101 P. 1 of 1

UNIT: Tutor

COMPONENT:

CLUSTER:

COMPILED BY: DATE: August 12, 1971

I. Behavioral Objective: The prospective teacher will prepare two different types of activities that can be used to identify or check a pupil's ability to get the main idea of a story. These activities should be designated for one of the following levels - primary, intermediate, junior high or senior high grades.

II. Purpose: The prospective teacher should be familiar with a variety of activities to check on the pupil's comprehension of the main ideas contained in their reading material.

III. Performance Criteria: The prospective teacher will present the two activities he has prepared to a group of his peers and an instructor explaining how he plans to use each activity and his rationale for doing so. A critique will follow his presentation. The activities must be acceptable to the instructor in terms of purpose, grade level, variety of experiences or materials, creativeness.

IV. Experiences:
A. View the following films (Media Center)
1. Reading Growth Films: Comprehension, No. F-237.
2. Reading Growth Films: Basic Skills, No. F-239.
B. Read: DeBoer, John and Dallman, Martha. The Teaching of Reading, 3rd edition. Holt, Rinehart and Winston, 1970 pp. 216-225.
C. Examine suggested activities listed in Learning Activities for Reading by Selma E. Herr. Wm. C. Brown, Co., 1961.
D. Examine Teacher's editions of workbooks that go with basal reading series such as: Allyn and Bacon; Harper and Row; Houghton-Mifflin; Macmillan; Scott-Foresman.
E. Refer to Education Index for periodical references.

V. Resources: Listed under experiences.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: PAJ101 P. 1 of 1

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: March 25, 1971

I. Behavioral Objective: Provided with appropriate materials the student will know the following terms related to diagnostic and remedial teaching:
- Remedial teaching
- Remedial situation
- Developmental Program
- Disabled/retarded/slow learner
- Corrective instruction
- Diagnosis (survey and intensive)
- Levels of diagnosis

II. Purpose: In order to work intensively with individual learner the tutor should be able to understand clearly the terms denoting learning disabilities and steps to remedy them.

III. Performance Criteria: The student will perform on a written test achieving 90% proficiency.

IV. Experience: View Film - Portrait of a Disadvantaged Child
Confer with faculty/teachers
Free Choice

V. Resources: Otto, Wayne and McMensay, Richard A., Corrective and Remedial Teaching, pp. 33-77.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: PAK101

UNIT: Tutor

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 13, 1971

I. Behavioral Objective: Given a simulated class of 20 learners of elementary grades, the student will identify informants for survey diagnosis (Observation, group achievement test, cumulative record folder, check lists, etc.) and record on a form devised for this purpose the weaknesses and strengths of each student.

II. Purpose: There are individual differences among children as to their learning abilities and the level of their performance. The tutor should be able to identify such variation as indicated through strengths and weaknesses of each learner.

III. Performance Criteria: As in Behavioral Objective.

IV. Experiences:
A. View Film: Discovering Individual Differences F278
B. Confer with faculty.
C. Free Choice.

V. Resources:
A. Otto, Wayne, and McMenemy, Richard A., Corrective and Remedial Teacing, 1966, p. 42-49.
B. Fox, Robert et. al, Diagnosing Classroom Learning Environments, 1966, pp. 102-124.
C. Free Choice.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: PAL101

UNIT: Tutor

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 13, 1971

I. Behavioral Objective: Given materials, the student will administer a test of academic diagnosis to a class of 20 students of elementary grades.

II. Purpose: Intensive diagnosis of individual learner's difficulties in learning is necessary before the tutor is able to provide remedial instruction.

III. Performance Criteria: Given materials (test booklets and answer sheets) the student will administer a test of academic diagnosis (by seating students, distributing test materials, giving directions, keeping time and collecting test booklets/sheets when the test is completed)

IV. Experiences:
A. Study test manual.
B. Confer with faculty.
C. Free Choice

V. Resources:
A. Smith, Robert M., Teacher Diagnosis of Educational Difficulties, 1969, pp. 15-28.
B. Otto, Wayne, and McMenemy, Richard A., Corrective and Remedial Teaching, 1966, pp. 328-333.
C. Free Choice.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: PAM101

UNIT: Tutor

COMPONENT:

CLUSTER:

COMBINED BY: DATE: September 13, 1971

I. Behavioral Objective: Given materials (test manual, scoring key and profile sheets) the student will score and profile the results of a diagnostic instrument already administered by him to pupils of elementary grades.

II. Purpose: The tutor should be able to score and profile results of a diagnostic instrument to know the strengths and weaknesses of his pupils within a classroom situation.

III. Performance Criteria: As in Behavioral Objective.

IV. Experiences:
A. Study test manual
B. Confer with faculty
C. Free Choice

V. Resources:
A. Thorndike, Robert D., and Hagen, Elizabeth, Measurement and Evaluation in Psychology and Education, 1961, pp. 484-518.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: PAN101

UNIT:

COMPONENT: Tutor

CLUSTER:

COMPILED BY: DATE: August 12, 1971

I. Behavioral Objective: The student will develop a self-analysis check sheet to evaluate the activities of a tutoring session.

II. Purpose: It is necessary for a teacher to evaluate himself after a lesson in order to try to analyze why or why not learning took place. Various phases of the lesson need to be examined in relation to the purposes for that lesson and in order to make further plans.

III. Performance Criteria: The prospective teacher must be able to state his rationale for developing this particular self-analysis check list and explain his plan for using it after his tutoring session. These conditions must be acceptable to the instructor.

IV. Experiences: A. Read selections from the following:

1. Blough, Glenn D., and Schwartz, Julius. Elementary School Science and How to Teach It, 4th Ed., 1969. Holt, Rinehart & Winston. pp.70-71.
2. Brown, Thomas J., and Banick, Serofina. Student Teaching in an Elementary School. Harper & Row, 1962. Chapter IX.
   Learning to Plan Through Observation & Teaching. pp. 140-159.
   Chapter X. Learning to Plan Through Evaluation. pp. 155-183.
3. Burton, William. The Guidance of Learning Activities. 3rd Edition. Appleton, Century, Crofts, 1962.
   Chapter XI. "The Teacher Is a Member of A Group of Learners." pp. 246-269.
4. Haines, Aleyne. Guiding the Student Teaching Process in Elementary Education. Rand McNally, 1961. Chapter VII. "Using a Planning Evaluation Process." pp. 121-135.
5. Jarolinek, John. Social Studies in Elementary Education. 3rd Edition 1967. pp. 435-437.
6. Michaelis and Grim. The Student Teacher in the Elementary School. Prentice-Hall, 1953. "Making Plans for Teaching." pp. 83-111.
7. McKim, Hansen, and Carter. Learning to Teach in the Elementary School Macmillan, 1959. "Planning for and with Pupils" pp. 171-219.
8. Peters, Burnett and Farwell. Introduction to Teaching. Macmillan, 1963. "The Learning Process" pp. 122-147.

B. Seminar on Self-analysis Check List. After having read from the above sources sufficiently to develop your own checklist, arrange for a seminar with peers and an instructor. See instructor for time and place.

V. Resources: Listed above.

VI. Taxonomy:

COLLEGE OF EDUCATION, LIVINGSTON UNIVERSITY

MODULE: PA0101

UNIT:

COMPONENT:

CLUSTER:

COMPILED BY: DATE: September 14, 1971

I. Behavioral Objective: The student will construct and interpret line, bar, and pictorial graphs that can be used in teaching children in the middle grades.

II. Purpose: Forms of graphs are exceptionally effective in conveying ideas. They are simpler to understand than completely narrative accounts that would convey the same information. Graphs are used extensively in social studies and arithmetic as well as for general reading. It is imperative that middle school children be taught to make and interpret graphs, therefore, the prospective teacher needs experience in making and interpreting line, bar, and pictorial graphs.

III. Performance Criteria: The prospective teacher will construct and give orally or on tape the interpretation of data on:
1. A line graph
2. A bar graph
3. A pictorial graph

(This must be done to the satisfaction of the instructor)

IV. Experiences:

A. Read from materials listed below.
B. View filmstrips listed below.
C. Examine teacher's editions of pupil's textbooks in social studies and arithmetic.
D. Seminar

V. Resources:

Reading:

Grossnickel-Bruechner. Discovering Meanings in Elementary School Mathematics. 4th Edition. Holt, Rinehart & Winston, 1963. pp.321-325

Jarolimek, John. Social Studies in Elementary School. 3rd Edition, Macmillan, 1967. Chapter 9, pp. 251-269.

McKee, Paul. Reading - A Program of Instruction. Houghton-Mifflin, Co. 1966. pp. 367-371.

Michaelis, John W. Social Studies for Children in a Democracy. 4th Edition. Prentice-Hall, 1968. pp. 402-413.

National Council for Social Studies. Thirty-third Yearbook. "Skill Development in Social Studies." Helen McCracken, Editor, 1963. pp, 202-229.

Preston, Ralph C. Teaching Social Studies in the Elementary School. Holt, Rinehart & Winston. 3rd Edition, 1968. pp. 312-325.

Thorpe, Cleata B. Teaching Elementary Arithmetic. Harper & Row, 1962. pp. 269-277.

Filmstrips:

"Using Charts and Graphs in Teaching Basic Skills Films" (Media Center)

"Instructional Materials" Bel-Mort (Media Center)

VI. Taxonomy: